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ABSTRACT

This handbook provides seven days of workshops in occupational skills training and counseling for developing career awareness and motivating career decision-making among transitional black women in the population of women who are underemployed, unemployed, undereducated, or poor, and who are unaware of educational or occupational opportunities available to them. The workshops are designed to: provide opportunities for the women to clarify their values with respect to sex and race role stereotypes; support non-traditional career, educational, and personal choices; provide opportunities for the women to talk with work/race models of both sexes; provide exercises for the women to examine non-traditional occupations as career options; and create an atmosphere to motivate the women to achieve their goals. They are based on Donald Super's self-concept theory (1963) which suggests that five stage-related tasks are encountered as one matures vocationally. The workshop sessions cover the following topics: (1) orientation and assessment of individual needs, and elements of career planning; (2) building confidence in personal ability for solving problems and achieving career goals; (3) examining occupational options; (4) identification and remediation of barriers to career success; (5) strengthening employability skills and setting career goals; (6) strengthening job preparation skills; and (7) work experience preparation. The handbook includes detailed instructions for the training administrator and materials for the seven sessions. (CG)

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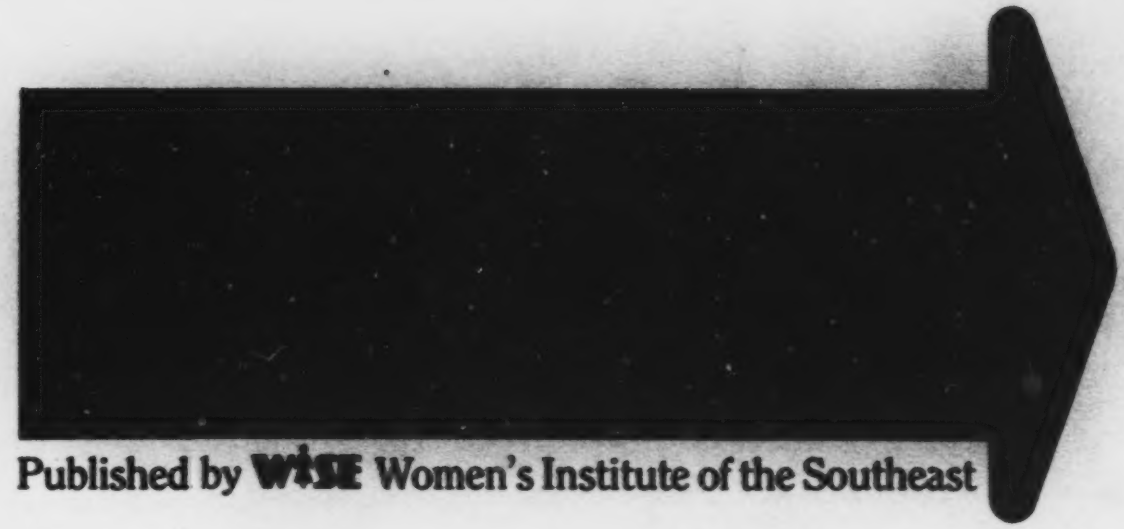
Transitional Black Women's Project:

Occupational Skills Training and Counseling Handbook 1983



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TRANSITIONAL BLACK WOMEN'S PROJECT: OCCUPATIONAL SKILLS TRAINING AND COUNSELING HANDBOOK 1983

Women's Institute of the Southeast
Atlanta University Center
Atlanta, Georgia

Women's Educational Equity Act Program
U.S. Department of Education
T.H. Bell, Secretary

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INTRODUCTION

Purpose of the Handbook

This Occupational Skills Training and Counseling Handbook was designed to present a model useful for developing career awareness and motivating career decision making among dysfunctional Black women.

The purpose of this handbook is threefold: 1.) to dispel traditional negative and dysfunctional images generally possessed by transitional Black women; 2.) to assist transitional Black women establish careers consistent with their interests and optimum potential; 3.) to enable the women to analyze and respond positively to adverse conditions they might encounter in the community, workplace, or with their families.

The handbook is divided into three sections:

Section One: Introduction

Section Two: Instructions for the Training Administrator

Section Three: Training Sessions and Resource Materials

Program Structure

The training sessions use:

- small, hetergeneous groups of 10 or 12 participants
- one trainer per each small group
- large group activity when necessary
- flexible scheduling
- individual conferences
- workshop sessions conducted over 7 days

Activities of the Occupational Training and Counseling unit evolve from Donald Super's (1963) self-concept theory which suggests that five stage-related tasks are encountered as one matures vocationally. These tasks are 1) crystallization, 2) specification, 3) implementation, 4) stabilization, and 5) consolidation. The tasks of crystallization, specification, and implementation are of primary concern for this program. Crystallization involves the cultivation of attitudes and behaviors to help individuals move toward the type of work they consider appropriate for themselves. Tentative career choices are made during the crystallization stage during which individuals collect data relevant to themselves and their career preferences. These data are used to evaluate, assess, and interpret their interests, skills, and chances of meeting the conditional vocational preference and to direct educational plans (Jenkins, 1980).

Crystallization takes place within an environmental context. Thus, development experiences are key determinants for those individuals who are involved in crystallizing their vocational choices. The task generally commences between ages 14 through 24. No matter when it takes place, crystallization is a prerequisite for successful advancement to the next task—specification, which is moving from a general career preference to a specific career choice. This move then enables the individual to begin the task of implementation—completion of training for the chosen vocation and commencement of employment. This step-by-step process continues until the final task, consolidation, is reached.

The training activities provide opportunities to apply Super's theory. In the implementation of this model, it is essential for the women to go through the crystallization and specification phases with adequate resources, information, and counseling so that they can enhance their efforts in the implementation phase. Therefore, the training includes hands-on career exploration which builds a framework for participants to make realistic educational and training choices that may promote high educational aspiration. The high school dropouts' chances of returning to school or General Education Development (GED) Training are greatly improved when career choices or preferences are matched with their interests, values, and aptitudes.

Objectives

The objectives of the Occupational Skills Training and Counseling are to:

1.) develop academic skills (GED) or acquire academic credentials necessary for selected careers

2.) gain greater awareness of personal career development needs

3.) acquire skills in career decision making and problem solving

4.) acquire strategies for job search

5.) develop viable work attitudes and behaviors

6.) discover need for viable means of continuing education

7.) prepare for jobs in the technologically changing society

Goals

Workshops goals are designed to:

1.) provide opportunities for the women to continue to clarify their values with respect to sex and race role stereotypes

2.) support non-traditional career, educational and personal choices made by the women

3.) provide opportunities for the women to talk with work/race models of both sexes

4.) provide exercises for the women to examine non-traditional occupations as career options (including exercises to relax participants, build trust among them, and conceptualize particular career development ideas).

5.) create an atmosphere to motivate the women to achieve specific goals

SECTION TWO:

INSTRUCTIONS FOR THE WORKSHOP ADMINISTRATOR

INSTRUCTIONS FOR THE TRAINING ADMINISTRATORS

This section is written for the person who will serve as the training administrator. Within this section the administrator will find information concerning publicizing, organizing, operating, and evaluating the training program.

Participants

The transitional Black women selected to participate in these workshops should be representative of women who are generally economically disadvantaged and possess the following characteristics:

1. fewer than 12 years of schooling
2. underemployed or unemployed
3. unaware of available educational or occupational opportunities
4. lack skills necessary to take advantage of existing educational and occupational opportunities.

Participant Recruitment

Coordination with local agencies which serve the population of transitional Black women is an essential step in recruitment. It is helpful if there is one primary agency that can supply the pool of potential participants. If one source cannot be located, it is possible to coordinate with various city, state, or regional agencies, as well as church groups and community organizations for access to potential participants. Contact with agencies can be made in several ways:

1. Develop a list of probable sources of participants.
2. Write a letter requesting referrals of potential participants. The letter should describe the training and, if possible, relate the workshop training to the organization's total client development program and explain the value of the workshop to the productivity goals of the organization.
3. Mail letters well in advance of the proposed program starting date.

Referrals also can be made by other potential participants as they are selected to enroll in the program.

When following up recommended potential participants, send letters to them explaining the nature of the program and extend an invitation to them to participate. When the candidates respond (by letter, phone, or in person), make appointments and conduct extensive interviews with each of them. On the basis of the information gained during the interview, carefully select the participants. Involve both the administrator and trainers in the interview process.

Participant Initiation

Invite participants to a pre-planning session with trainers and staff in order to review the nature of the program and to establish a time schedule sensitive to each participant's situation. At least a week before the program is scheduled to begin, send each participant a letter confirming the starting date and include directions for reaching the site.

Role of Participants in Training Program

Participants have major responsibility for creating the training and counseling climate. Participants are expected to: (1) give input for training activity planning, (2) play leadership roles in the training component; (3) share personal opinions and knowledge and offer support to each other; (4) ask questions for understanding; (5) assess personal attributes; and (6) extend training experiences to take advantage of a higher level or broader range of career development opportunities.

Maximum participation is key in meeting these expectations. As a means of clarifying their responsibility in meeting these expectations, have the participant review and sign a career achievement agreement (included in this section) commiting themselves to follow a set of training ground rules. In the model program, trainers expected that having participants sign the agreement would increase the quality of their participation. For this reason, agreements were used frequently as the women progressed through the training. Participants did, in fact, honor signed contracts to attend particular events more consistently than they did when verbal commitments were made.

Role of Staff

Since trainers are key facilitators, it is necessary for them to have training and experience in career and occupational counseling and to possess the following competencies as well:

1. to stimulate creation of a supportive training and counseling climate
2. to be flexible and establish a mutually supportive tone for the workshops
3. to demonstrate sensitivity to the needs of transitional Black women
4. to understand the problems of Black females from lower socio-economic families
5. to relate comfortably to the participants
6. to question and provoke thought without intimidating the participants

Staff also should participate jointly in program planning, should meet frequently during execution to assess progress and modify activities when necessary, and, should take an active part in the process of evaluation. Joint planning and evaluation by all persons involved in the training process are essential to the training program.

As in the Model Program, the staff may consist of:

- **Project Director** (full time)—provides motivation for participant development, arranges for delivery of support services, manages project operations, provides leadership in the creation of basic program design and in strengthening procedures through program modifications.
- **Project Assistant Director** (full time)—conducts follow-up on participant progress, conducts individual counseling and arranges for participant stipend payments and reimbursements for expenses, keeps financial records.
- **Project Associate Director** (full-time)—(This position was created to replace that of assistant director during the third quarter of the second program year) coordinates training activities, including follow-up on participant progress, arranges for individualized services based on specialized needs, coordinating payment of stipends and reimbursements for expenses, serves as trainer for some training/counseling activities, also plays leadership role in determining modifications to strengthen training and counseling procedures and writes training development program reports.
- **Occupational Skills Coordinator** (one-fourth time)—develops training objectives based on participants needs; coordinates the planning and implementation of key training activities.
- **Human Relations Coordinator** (one-fourth time)—coordinates human relations follow-up training offered in conjuction with the Occupational Skills Training and Counseling Unit activities.
- **Work Experience Developer** (200 hours)—serves in a dual role, as key trainer for work experience preparation session of the workshop training and as coordinator of work experience slots for participants.

While this staff structure was used in the Model Program, it is neither the only structure which may accommodate the program nor necessarily the most appropriate structure for all program needs. It is important to consider the organization's financial condition, organizational design, and specific community needs in selecting staff and determining staff roles. Options for different staffing structures for the training program include (1) an elaborate model, (2) a middle model, and (3) an essential model. Descriptions of these models are included in the Appendix.

As implied by the job descriptions of the model program staff, specific tasks were required to plan, implement, and evaluate occupational skills training activities. It was helpful to specify tasks, establish time frames for completing tasks, and identify the staff members responsible for those tasks. A sample is included.

Group Dynamics as a Training Methodology

A group career counseling model featuring small group (10-12 persons) training/counseling in a workshop format forms the basic structure for Occupational Skills Training and Counseling activities. Use of the small group and group dynamics methodology was pioneered by the National Training Laboratory in Washington, D.C. and popularized by Kenneth Benne and his colleagues at the Boston University Human Relations Laboratory.

Principles involved in the utilization of a group as a medium of re-education (for removing stereotypes, changing self-concepts, etc.) are:

1. involvement and mutual support
2. joint planning
3. permissiveness
4. contrasts (perception and acceptance of alternatives to present practice)
5. feedback (common and individual reactions of trainer and other group members to one another's ideas, values, behavior, and feelings as explored by the group)

The small, face-to-face group is conducive to building the kind of rapport among participants and with trainers that permits participants to discuss problems, give feedback to one another, and try out new behaviors. It emphasizes affective education—that is, examination of attitudes, values, behaviors, and human relations skills—as well as facilitates the transfer of information, knowledge, and concepts.

Training Sequence

Participants are expected to complete Human Relations training (See WISE Human Relations Training Handbook for Transitional Women) and requirements for the GED certificate prior to enrolling in the Occupational Skills Training and Counseling (OSTC) workshop. Following the OSTC workshop, assign each participant to a four week (4 hours per day) work experience that will provide an opportunity for her to receive a basic orientation to an entry-level job in the occupational field of her choice.

Model Modification

If participants complete workshop prerequisites (Human Relations and GED training) at different rates of speed, offer the workshop twice—once for participants who complete early and a second time for those who complete later in the program. (If funds for operating a GED program or for contracting GED training are not available, seek out community resources such as the local school system and employment training organizations where the services are offered to individual citizens free of charge.) Arrangements can be made with these organizations for participants to prepare themselves for the GED certificate test. If some participants have not completed the GED test requirements by the scheduled beginning dates for the second workshop, they may be enrolled in both the GED program and workshop concurrently. Large time reserves will be needed for study and classroom activities, in addition to their regular daily tasks. This arrangement works well for participants with skills for managing their time. Individualized counseling in goal setting and time management generally is helpful to participants in dual training roles.

As stated, it is important that participants receive human relations training. Session Four of this handbook was developed to provide (1) experiences for those who have not received human relations training, and (2) reinforcement experiences for those who have received human relations training. It is suggested that Session Four be implemented by dividing the participants into two groups—those who have not received human relations training and those who have. Use Session Four for introductory purposes with participants who have not received human relations training. In addition, consult the Human Relations Training Handbook for supplementary experiences. For those who have received human relations training, use session four for reinforcement. Members from both groups may need individualized follow-up counseling. It is essential that an experienced human relations trainer/consultant manage the human relations training component.

Finally, it should be stressed that the OSTC Workshop places strong emphasis on helping the participant develop behaviors and skills needed to ensure a successful work experience. Therefore, it is essential for each participant to complete the OSTC workshop prior to beginning the work experience. However, GED and the work experience may be continued concurrently.

Support Services

Support services are vital during each phase of the training and counseling program. These services help the women maximize their opportunity for educational and employment equity. Primarily, the services are designed to provide guidance and identify resources for accommodating secondary career development needs of the participants in areas such as health care and child care. The services also provide participants with continuous reinforcement for the development of value structures with corresponding productive behaviors reflecting growth toward career maturity. Support services offered may include the following:

Child Care—Child care services can be negotiated for the participants, in addition to providing information on child care centers and reimbursements for child care services.

Community Service Linkages—Opportunities to reinforce and extend participant's training experiences may be provided through linkage organizations. Such opportunities may range from clerical training classes to psychiatric counseling and are available through organizations such as the local chapters of the National Urban League, Young Women's Christian Association (YWCA), the U.S. Department of Labor, the Private Industry Council, local county health department, and the local school system. Advise participants of the services and of transportation schedules and routes through written correspondence, announcements in meetings, and through announcements posted in the office. For some events thought to be essential for participant development, special arrangements may be made to encourage attendance (e.g., reduced registration fees, chartered buses). Include events such as career conferences, area technical school orientations, and junior college orientation sessions.

Skills Referral Bank—To assist participants in their work experience search, develop a skills referral bank consisting of a listing of participants' marketable skills and potential employers. Advertise the presence of the bank by flyers circulated to employers in the community.

Follow-up Counseling—Encourage participants to make regular contacts with staff to report progress and needs. In instances where participants are passive in this regard, staff members may take the initiative to do telephone follow-ups, or to arrange for face-to-face counseling in the office, at a training center or during a home visit. For group concerns, schedule group guidance meetings. These meetings may involve planning for particular events or follow-up on previously set goals.

Stipends—Program planners who are interested in replicating this program are advised that stipends are not absolutely necessary to provide motivation for every category of participants. Past experience in this program shows that trainees who are highly motivated and believe the training to be of value to them will attend the sessions even

if they are not provided with stipends. However, reimbursement for transportation and child care may be helpful to the participants. This additional money would allow them to take care of personal expenses such as purchasing appropriate clothing for an anticipated job, (e.g. hard hats and work boots for construction work). Thus, stipends as a support measure are recommended if the money is available; they take care of a concrete need and therefore reduce personal stress in the participant and allow her to relax and direct her attention to the training activity.

Services From External Sources Rendered in the Program Model

Television Production Workshop—In the model program, arrangements were reached between staff and a local cable television company to offer the women television production training. This experience was viewed not only as an opportunity for the women to learn technical skills that could be transferred to a job setting but also as an opportunity to build confidence in their ability to perform technical tasks.

Introduction to Career Preparation Tools

Three commercially developed tools were used in the workshop training sessions. The Picture Interest Exploration survey (PIES) was used in Session One, the Self Directed Search (SDS) was administered in Session Five, and the Job Search Barometer in Session Six. Information on ordering these tools is listed in the appendix section of this handbook.

Evaluation

Data concerning the workshop outcomes should be collected by a variety of means:

- **Occupational Skills Pre-Workshop and Post-workshop Surveys**—participants respond to this survey before training and after training workshops as a means for measuring changes in attitude and expectations. (For copies, see Session One.)
- **Occupational Skills Training and Counseling Unit Evaluator**—observes and analyzes planning and implementation procedures, consults with the training and counseling team regularly and provides guidance for strengthening training procedures.
- **Project External Evaluator**—observes training procedures, examines training tools and interviews key training team members to collect data for a summative evaluation.
- **Media Team**—consults with training team and records training procedures on video tape. Video material may help document changes recorded in written evaluation documents.

SAMPLE PROGRAM DEVELOPMENT OBJECTIVES AND TASKS

Objectives	Tasks	Time Frame	Staff Responsible
Basic administrative tasks	• Organize files • Clean and organize work and training space • Develop time management system • Develop work plans for major program objectives • Update active participant list	• Continuous process	• Occupational Skills Coordinator
Update WISE participant resource/ information lists	• Update the attached Child Care Center list: Determine addresses, telephone numbers, ages served, and hours open; delete centers which are out of business • Develop economic/career development contact list. Contact agencies listed on the attached sheets. Determine current services, application process and agency address • For listed learning institutions, update mailing addresses, telephone numbers, and names of public information persons	• September - October 1983	• Occupational Skills Coordinator
Develop participant folders	• For each participant, file the items listed below in letter size manila folders. File them in the order listed. Basic Facts Sheet Follow-up Log Notes—N.M. Career Achievement Form Employability and Goal Setting Items Correspondence Resume Sample Application Form Training Session Work Sheets GED Records Individual Interview Schedule Miscellaneous Items	• Continuous process	• Occupational Skills Coordinator
Provide on-going services for GED participants	• Develop new plan for regular communication between staff and participants • Identify GED study options	• August - September 1982	• Occupational Skills Training Staff

	• Make GED referrals as needed appropriate • Develop plan for participants to continue strengthening their employability skills		
Provide on-going services for GED/high school completers	• Develop new plan for regular communication between staff and participants; • Strengthen job search skills as needed • Continue activities to strengthen job search skills as needed • Make job referrals as appropriate	• September - December 1982	• Occupational Skills Coordinator • Associate Director • Work Experience Placement Developer
Identify and explore solutions to problems	• Make effort to contact each participant enrolled in GED on a bi-weekly basis (½ of the group each week). Determine the following: 1. Name GED site/class attending 2. Date reported 3. Participant's understanding of future WISE services 4. Class attendance days and hours 5. How child care is handled 6. Feelings about new GED center • Record resulting information on the bottom section of the participant interview questionnaire form; continue on log sheet, if necessary. • Encourage participants to attend classes on each day they contracted to do so and to complete their assignments as rapidly as possible.	• September - December 1982	• Occupational Skills Coordinator
Conduct a concentrated job and work opportunities search	• Assess current work experiences (placement needs) • Review job search guides • Survey entry level work opportunities in a minimum of 100 local organizations, including small businesses, educational institutions. Use this information as a resource file. • Solicit assistance from friends of project and from major Atlanta community agencies with job or career development functions.	• September - December 1982	• Associate Director • Occupational Skills Coordinator • Participants

Implement WISE sponsored (WISE pays stipend) On-The-Job Training.	• Request an evaluation of each participant's job performance from work site contact persons. • File a list of the participant's assigned duties in folders. • Perform duties as outlined in contract between work experience providing agency and WISE.		• Associate Director
Market the skills of Black Women's Transitional Project participants.	• Develop card file of persons offering services in employment. • Develop flyer outlining work skills of participants. • Circulate flyers among Atlanta shopping centers, pre-schools, secondary schools, post secondary schools, community agencies, government agencies, public bulletin boards and friends of WISE. • Keep records of services offered (when, what, where, who and evaluate comments). • When feasible, provide training to enhance service offerings.	• Continuous	• Associate Director • Occupational Skills Coordinator
Arrange for WISE participants to attend the September 18th Black Women's Coalition Conference	• Negotiate cost per participant • Conduct fundraising to sponsor participants • Invite participants to attend conference • Follow-up to determine number of participants planning to attend • Make admission arrangements • Develop attendance record form • Send "thank you" letters to fund contributors	• August - September 1982	• Associate Director
Plan to implement an internal final wrap-up and evaluation session with participants	• Cooperatively plan agenda with director and other staff persons • Set meeting date and identify location • Collect or develop evaluation aids such as assessment questionnaires as necessary • Notify staff and participants of date of meeting	• October - December 1982	• Associate Director • Occupational Skills Coordinator
Develop occupational counseling and skills handbook	• Review guidelines with media coordinator • Review project reports • Write sections as appropriate	• September - October 1982	• Associate Director • Occupational Skills Coordinator

Write end-of-year project report	• Refine objectives and procedures for each of the following three major Occupational Counseling & Skills components: GED, Workshop sequence and Work experience placement • Summarize participant data: — Workshop Post Meeting Forms — Pre-post Workshop Survey — Application data — GED data • Write Report • Write Evaluation Report	• September - December 1982	• Occupational Skills Evaluator • Associate Director • Internal Evaluator

SECTION THREE:

TRAINING SESSIONS AND RESOURCE MATERIAL

Session One

Orientation and Assessment of Individual Needs
Elements of Career Planning

ORIENTATION AND ASSESSMENT OF INDIVIDUAL NEEDS

Trainer Objectives	Participant Objectives
Greet participants and praise their achievements	Identify orally personal career interests and aptitudes
Present the nature and purpose to the Occupational Skills Training and Counseling Workshop	Describe rewards for working
Help participants examine a perspective on career planning	Identify accessible career planning aids
Provide participants with a knowledge of tools and strategies for assessing their career development needs	Use assessment tools to determine occupational options that match personal interests and aptitudes
Guide participants in affirming commitment to goal achievement	State career achievement goals in writing
	Evaluate assets and barriers to employment

Preliminary Workshop Activities	Tools	Description	Suggested Total Time
Pre-training tasks	Name tags Attendance sheet Personal Data Form (Handout)	Participants fill in name tags Sign in on attendance sheet Complete personal data form	15 minutes
Opening the Session	Chairs for participants Large classroom space	In large group session, trainer greets participants and encourages them to achieve worthwhile goals	10 minutes
Telling My Story		Participants will respond to questions such as, Where am I now in respect to career achievement?; Where do I wish to go?; How will I get there?; What do I want to accomplish as a result of participating in this group workshop?; How much time and energy do I want to put into these activities?; Where do I feel stuck and what assets do I have to build on?	20 minutes
Pre-workshop survey	Occupational Skills Training Pre-workshop Survey form (handout)	Participants will respond in writing to items on the survey form. This data will provide a useful resource for structuring subsequent training sessions	30 minutes

Introduction to Workshop Events	Workshop training and activity schedule	Distribute training schedule to participants Discuss career preparation needs that can be met through specific workshop exercises and individual counseling	15 minutes
Principle Activities	**Tools**	**Description**	**Suggested Total Time**
Game of "Who Am I?"	Heavy paper signs with these words: Unskilled worker Out of work woman Mother Empty Nester Job Hopper	Post signs around the room Participant will stand under the signs they identify with Discuss personal experiences responsible for the choices	30 minutes
Snack Break	Refreshments brought by staff and participants	Participants may socialize and stretch while enjoying refreshments	15 minutes
Exploring Elements of Career Planning	Elements of Career Planning (handout)	Allow participants time to read this handout Discuss information as it affect the answers to questions given during "Telling My Story" exercise	30 minutes
Picture Interest Exploration Survey (PIES)	Picture Interest Exploration Survey (See appendix for ordering information)	Participants complete this survey as directed by the Survey instructions	30 minutes
Follow-Up Plan	Dictionary of Occupational Titles (DOT) Occupational Outlook Handbook Occupational Research Form (handout)	Participants will complete Occupational Research Form as a follow up examination of jobs of interest to them using the DOT and the Occupational Outlook Handbook as guides	30 minutes
Summary Activities	**Tools**	**Description**	**Suggested Total Time**
Wrap up and Evaluation	Participant Rating Scale Trainer's Daily Report (handouts)	Trainer will discuss with participants objectives which have been completed during the session and plans for the following session Participants will rate the usefulness of Session One, using the rating scale	15 minutes

PERSONAL DATA

Name _____ SS# _____

Address _____ Zip Code

Telephone No. _____

Birthdate _____ Date Completed GED _____

Marital Status _____ No. of Children _____ Ages _____

Child Care Arrangements _____

Salary _____ AFDC _____ Other _____

Job Title _____ Work Phone _____

Contact Numbers

Name/Relationship	Address	Telephone No.

OCCUPATIONAL SKILLS TRAINING PRE-WORKSHOP SURVEY

Name _____

Date _____

Please read the directions carefully before answering the following questions.

1. List your three major reasons for participating in this project.

   _____

   _____

   _____

2. What do you expect to be doing one year after completing the WISE program? (Check one or more answers.)

   _____ Doing on-the-job training

   _____ Entering an apprenticeship

   _____ Going into regular military service

   _____ Attending a vocational/technical, trade school

   _____ Attending a business school

   _____ Attending a junior or community college

   _____ Taking a break

   _____ Attending a four-year college or university

   _____ Working part-time

   _____ Traveling

   _____ Managing my home

   _____ Taking care of my children

   _____ I have no idea what I'll be doing

   _____ Other _____
   (specify)

   _____

   _____

3. How far do you plan to pursue your education? (Check one.)

   _____ Get a GED

   _____ Graduate from high school

   _____ Complete high school plus one or two years of college

   _____ Graduate from a four-year college

_____ Complete college plus professional training

_____ Other _____
(specify)

_____

4. What do you think your chances are of getting the amount of education you stated in question 3? (Circle the number best representing your opinion.)

very poor	poor	fair	good	very good
1	2	3	4	5

5. Here are some reasons other women have given for not reaching their employment goal. Which, if any, might prevent you from working in the occupation of your choice.

_____ age

_____ criminal record

_____ weight

_____ sex

_____ parental status

_____ race

_____ work schedule

_____ lack of skills

_____ poor work record

_____ lack of driver's license

_____ child care needs

_____ education

_____ handicap

_____ Other _____
(specify)

_____

6. Please list the names and occupations of 4 of your role models. Be specific (for example, postal clerk, security guard, sales clerk).

Name	Job
_____	_____
_____	_____
_____	_____
_____	_____

7. List 3 jobs you would like to learn more about.

_____

_____

_____

8. List 4 appropriate job interview behaviors.

_____

_____

_____

_____

9. List 4 appropriate behaviors for keeping a job.

_____

_____

_____

_____

10. List 4 things that your supervisor will expect from you.

_____

_____

_____

_____

11. Some women today are thinking about entering nontraditional careers (jobs that have usually been held by men rather than by women).
Write at least 3 problems you think women may face in preparing for and entering a nontraditional career.

_____

_____

_____

12. What do you think are the major advantages to women entering nontraditional careers?

_____

_____

_____

_____

13. The following is a list of jobs. Please check the jobs you might realistically consider doing.*

1. _____ flight attendant
2. _____ construction worker
3. _____ secretary
4. _____ hair stylist
5. _____ store clerk
6. _____ veterinarian
7. _____ news reporter
8. _____ dental assistant
9. _____ physical therapist
10. _____ licensed practical nurse
11. _____ cashier
12. _____ factory worker
13. _____ plumber
14. _____ bank teller
15. _____ nurse's aide
16. _____ day care center worker
17. _____ bookkeeper
18. _____ lawyer
19. _____ forest ranger
20. _____ accountant
21. _____ English teacher
22. _____ truck driver
23. _____ dressmaker
24. _____ hospital orderly
25. _____ automobile mechanic
26. _____ airplane mechanic
27. _____ elementary school teacher
28. _____ model
29. _____ logger
30. _____ short order cook
31. _____ registered nurse
32. _____ telephone operator
33. _____ office worker
34. _____ chambermaid
35. _____ home economics teacher
36. _____ gas station attendant
37. _____ librarian
38. _____ dietician
39. _____ cab driver
40. _____ police officer
41. _____ custodian
42. _____ radio announcer
43. _____ postal worker
44. _____ store manager
45. _____ insurance agent
46. _____ farmer
47. _____ chef
48. _____ bank manager

*Rank those you checked in priority order.
A = 1st choice, B = 2nd choice, etc.
(United States Department of Labor, Women's Bureau.)
Reference: United States Department of Labor, Women's Bureau.

UNSKILLED LABORER

OUT-OF-WORK WOMAN

MOTHER

27

EMPTY NESTER

JOB HOPPER

ELEMENTS OF CAREER PLANNING

by

Shirley McPherson

Introduction

The term "career" is used to indicate the activities and positions involved in vocations, jobs and occupations, as well as related activities associated with an individual's lifetime of work (Zunker 1981). Career functions include worker, student, community supporter, and family roles.

This workshop will focus on preparation for gainful employment and employment mobility. You will be provided with guidance for making a vocational choice and for developing the skills, attitudes, and behaviors needed for becoming successful in your chosen occupation.

Self Awareness

Becoming employed in a job you like is an important career achievement. To reach this goal, a great deal of positive thinking, planning, and building of job skills and positive work behaviors are necessary. No two people have exactly the same needs. Thus, each person's career plan may be different, although each person may utilize a similar planning process.

Getting a job or entering an occupation that matches your interests and abilities requires thinking and answering questions about yourself. Learning who you are and what you can do with your life is a key, a beginning step, to choosing and entering a vocation that will make you happy. Have you given thought to who you are and what you want out of life? To help develop this awareness, think about and answer the following questions in writing:

- Who am I?
- What are my abilities?
- What is really important to me?
- What do I want from working?
- How am I different from what I want to be?
- How do I want to spend my time in one year from now?

Was this an easy task? If it was not and you still need assistance, ask your group leader for help. She or he will introduce you to exercises that will help you respond to these questions and better understand yourself.

Choosing a Vocation

Another basic step in the career planning process is to identify a vocation that matches your interests and abilities. You may ask, "How can I be sure that my choice will be right for me?" or, "How will I know that I haven't overlooked a more desirable choice?" Again, aids are available to help you answer those questions. For example, *The Self-Directed Search* created by John Holland (included in bibliography is recommended as an aid in this process.

The remaining steps in your career plan may vary according to your needs. Some that are important to most people who plan to enter the job market are outlined.

Determining and Managing Success Barriers

1. **Examine your training and other work readiness needs** including the following:
   - Do you need specific job training to enter the occupation of your choice?
   - Do you need to improve your work attitudes?
   - Do you need to improve some of your personal work habits?
   - Do you have child care or transportation needs?
2. **Identify resources for solving present and potential work-related problems.** Develop a card file listing names, addresses, and telephone numbers of persons or organizations that can help you solve your problems. For example, if you have young children, the United Way's child care help line may be useful.
3. **Decide how you will solve problems that may prevent you from getting a job and succeeding at it,** ask the following questions:
   - how will you get the training required for the job of your choice
   - how will you pay for lunch and child care before you get your first pay check
   - how will you arrange for child care; what is your back-up planif this arrangement fails.
   - how will you travel to and from work
4. **Set target dates to resolve problems.**
   - When will you get the training required for the job you want?
5. **Develop job search skills such as mastering interview techniques, filling out the job application form correctly, and identifying places to look for a job.**
6. **Meet and maintain contact with role models who motivate you to achieve success in your career.**
7. **Develop and use a budget for managing your money.**
8. **Conduct active job search.**
9. **Accept job assignments that will be most helpful to achieving your career goal.**

10. Develop and act on an upward mobility plan. Use this list as a guide for developing your career achievement plan. Decide when you will complete each step. Then write the steps and completion dates; these will comprise your basic career plan. Review the steps often and add new steps, if and when they are needed.

Summary

Career planning is not a short-term or easy process; the answers are not neatly tucked away in the back of a book to be pulled out and followed. The answers will come from you, the planner. Know that you are strong and capable of thinking and of making the career achievement journey. All of the challenges of the journey and the effort you will expend while working through it are worthwhile. Your reward is a bright, shining star—that person you plan to be.

OCCUPATIONS RESEARCH FORM

1. Name the job you would like to do: _____

_____

2. What are the duties of this job? _____

   1. _____

   2. _____

   3. _____

3. What are some of the working conditions? _____

   1. _____

   2. _____

   3. _____

4. What is the required education or training? _____

_____

5. What are the skills needed?

   1. _____

   2. _____

   3. _____

6. What is the average starting salary? _____

7. How are the opportunities for advancement?

   Excellent _____ Good _____ Poor _____

8. Which of your personal needs or desires does this occupation/job satisfy?

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

9. List 2 other related jobs that you might like to do:

   1. _____ 2. _____

TRAINER'S DAILY REPORT

Date _____

Trainer _____

Total no. of participants _____ No. of participants present _____

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer comments:

PARTICIPANT RATING SCALE

Please place a check mark (✓) on the line that most nearly represents your opinion.

	Excellent	Good	Fair	Poor
1. Materials were:	_____	_____	_____	_____
2. Leader's presentation of materials was:	_____	_____	_____	_____
3. Exchange of ideas and information among participants was:	_____	_____	_____	_____
4. Exchange of ideas and information between participants and leader was:	_____	_____	_____	_____
5. The overall usefulness of this workshop session is:	_____	_____	_____	_____

Please answer the following questions:

1. In what way was this workshop session most helpful? _____

_____

2. In what way was this workshop session least helpful? _____

_____

3. In planning a similar workshop, what changes would you make? _____

_____

4. Would you recommend sessions like this to others? _____

_____ Yes _____ No _____ No opinion

My behavior was like this: (Check all that apply)

_____ I was warm and friendly to some of the participants.

_____ I did not participate much.

_____ I tried to get quiet participants involved.

_____ I took over the leadership.

_____ I was polite to all.

_____ My suggestions were frequently off the point.

_____ I was irritated.

_____ I was eager and aggressive.

_____ I _____

Date _____

Session Two

Building Confidence in Personal Ability for Solving Problems and Achieving Career Goals

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SESSION TWO

BUILDING CONFIDENCE IN PERSONAL ABILITY FOR SOLVING PROBLEMS AND ACHIEVING CAREER GOALS

Trainer Objectives

Examine strategies for solving career problems

Assist participants in building confidence in their abilities to set and achieve goals

Participant Objectives

Demonstrate in writing a skills pyramid showing the skills involved in performing a routine work task

Describe orally a systematic process for solving career related problems

Explain in writing one of the greater resources for self-development, creative achievement and problem solving

Explain why it is necessary for employees or aspiring employees to continue to up-date their training

Notes to the Trainer: In this session, the participant will continue their introspection, self-assessment, and development of a realistic view of the world of work. Training Activities for this session are based on the assumption that persons who solve problems systematically generally find more reliable and desirable solutions. solutions.

Principal Workshop Activities	Tools	Description	Suggested Total Time
Drawing my Ideal Job Setting	One sheet of drawing paper per participant	Participant will draw a picture of themselves in the job they would like to have most. Write the job title and the salary they expect to earn as an entry level worker in this position. Participants show pictures to the group and discuss the ideal qualities of the job with the group.	45 minutes
Introduction to Problem Solving Exercises		Trainer will define for participants the steps in the problem solving process.	5 minutes
Examining Typical Responses to Problems	Typical Responses to Problems (handout)	Participants will compare the responses on this handout with their own anticipated responses to the problems listed.	30 minutes
Making a Pizza	Making a Pizza plain paper 8" x 10"	Participants wil use a plain sheet of 8" x 10" paper to list the steps and skills (Skills Pyramid) required to make a pizza, problems which might be encountered while performing each step, and solutions to each of the problems.	60 minutes
(Lunch Break)			60 minutes
Reexamining Elements of Systematic Problem Solving	Problem Solving Form A Form B	Trainer lists steps on chalk board and participants review these steps. Group selects a problem to be solved. Trainer writes problem on the board. Participants use the problem solving steps to propose solutions to the problem aloud to the group. (See Human Relations Handbook) Predict and write the steps they would use in the future for solving this problem. Compare the two approaches to problem solving and decide which approach will work best.	45 minutes

(Snack Break)			10 minutes
Self Change Contracts	Self Change Contracts	Participants complete contracts with guidance of trainers. Participants or trainers may serve as witnesses.	50 minutes
Wrap up and Evaluation	Participant Rating Scale Trainer's Daily Report	Participants orally summarize the objectives achieved during the session and note the usefulness of the exercises the rating scale. Trainers complete daily report.	30 minutes

TYPICAL RESPONSE TO PROBLEMS

Table I

	1	2	3	4	5
	Situation	Perception	Assumption	Feeling	Action
Person A	Notice of Termination	"I have been fired"	Getting fired is a tragedy; it only happens to incompetent persons	Shame Depression Self-Criticism	Passivity
Person B	Notice of Termination	"I have been canned"	Those people are prejudiced; they have always been out to get me.	Anger Resentment	Retaliation filing a grievance, vandalism, or bitter passivity
Person C	Notice of Termination	"I have been laid off."	Getting laid off is unpleasant, but it happens to even the best workers	Disappoint-ment	Seeking an alternative job

Reference: Liburd, WISE Transitional Black Women's Project.

PROBLEM SOLVING

Form "A"

List three (3) experiences that have caused you pain or unhappiness.	List the steps that you used to solve each of these problems (painful or unhappy experiences).
1.	1. a.
	b.
	c.
2.	2. a.
	b.
	c.
3.	3. a.
	b.
	c.

Reference: Liburd, James. WISE Black Transitional Women's Project.

PROBLEM SOLVING

Form "B"

List three (3) experiences that have caused you pain or unhappiness. (Same three listed on Form A).	List the most effective steps for solving each of these problems (painful or unhappy experiences).
1.	1. a.
	b.
	c.
2.	2. a.
	b.
	c.
3.	3. a.
	b.
	c.

Reference: Liburd, WISE Black Transitional Women's Project.

SELF-CHANGE CONTRACT

I _____. do hereby agree to

initiate my self-change strategy as of (date) _____.

and to continue it for a minimum period of _____ weeks, that is until (date) _____.

My specific self-change strategy is to _____

_____

_____

_____

_____

_____

_____

I will execute this strategy to the best of my ability and will evaluate its effectiveness only after it has been tried for the specified period of time.

_____

Option Self-Reward Clause: For every _____ day(s) that I successfully comply with my self-change contract, I will reward myself with:

_____

In addition, at the end of the minimum period of my personal contact period, I will reward myself for having persisted in my self-change efforts. My reward at that time will be:

_____

_____

_____

I hereby request that the witnesses who have signed below support me in my self-change efforts and encourage my compliance with the specifics of this contract. This cooperation and encouragement throughout the project will be appreciated.

Signed _____

Dated _____

Witness _____

Witness _____

Reference: Liburd, WISE Black Transitional Women's Project.

Session Three

Examining Occupational Options

SESSION THREE

Examining Occupational Options

Trainer Objectives

Assist participants in assessing the merits of a variety of occupational opportunities

Guide participants in examining different possibilities for vocations from perspectives of their goals and means.

Participant Objectives

Use job knowledge publications to research working conditions, work tasks, and salary ranges for preferred occupations.

Demonstrate, through discussion, an increased knowledge of a broader range of job options, including nontraditional occupations for women.

Note to Trainers: The exercises in this session were designed to help participants conceptualize the nature of non-traditional jobs and to identify persons who would provide them with information on non-traditional jobs.

Principal Workshop Activities	Tools	Description	Suggested Total Time
Film	"Sky is the Limit" 16 mm film projector screen large classroom	Participants view the film which features women as role models, performing non-traditional job tasks primarily in the skilled crafts.	45 minutes
Role Model Presentations	Female work role models (such as engineering student, construction worker, airplane pilot)	The role models lead a discussion on the benefits, working conditions, training requirements, and application procedures for nontraditional job opportunities. Address both rewards and typical problems associated with nontraditional jobs for women.	45 minutes
Identification	Female Dominated Jobs in the City (handout) Male Dominated Jobs in the City (handout)	Participants review the handouts and circle each occupation found in their city. Participants list the names of males or females they know who perform each job.	30 minutes
Job Information Interviews	A Career and Job Information Interview Guide	Participants role play a conversation in which they make an appointment by telephone with at least one nontraditional worker.	45 minutes
Wrap Up and Evaluation	Participant Rating Scale Trainer's Daily Report	Encourage participants to actually make an interview appointment with and interview a minimum of one non-traditional worker. "A Career and Jobs Information Interview Guide" outline appropriate questions. Participants use rating scale to assess training session. Trainers complete daily report.	

FEMALE-DOMINATED JOBS IN THE COMMUNITY

Here is a list of female-dominated jobs often found in large cities. Draw a circle around each occupation that is found in your city.

1. Nurse
2. Telephone operator
3. Dietician
4. Beautician
5. Social worker
6. Cosmetologist
7. Elementary school teacher
8. Secretary
9. Bank teller
10. Typist
11. Office clerk
12. Cashier
13. Dental assistant
14. Domestic worker
15. Child care aide
16. Homemaker
17. Flight attendant
18. Librarian

List the names of some workers in female-dominated jobs in your city. List their occupations.

WORKER	OCCUPATION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

MALE-DOMINATED JOBS IN THE COMMUNITY

Here is a list of male-dominated jobs often found in large cities. Draw a circle around each occupation that is found in your city.

1. Auto mechanic
2. Truck driver
3. Dentist
4. Fire fighter
5. Police officer
6. Taxi driver
7. Service station attendant
8. Carpenter
9. Physician
10. Barber
11. Accountant
12. FBI agent
13. Roofer
14. Building inspector
15. Zoologist
16. Park ranger
17. Ambulance driver
18. Landscape architect

List the names of some workers in male-dominated jobs in your city. List their occupations.

WORKER	OCCUPATION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

A CAREER AND JOB INFORMATION INTERVIEW

NAME: _____ DATE: _____

PERSON INTERVIEWED: _____

1. What kind of work do you do? _____
2. Is this a job or a career? _____
3. Why do you call it a job? _____
4. Why do you call it a career? _____
5. What do you do on your job, or in your career? _____
   _____
6. How did you get into this job, or career? _____
   _____
7. Are there other ways of getting into your line of work? _____
   _____
8. What training is needed for your job? _____
   _____
9. Where can you get the training? _____
   _____
10. What is the salary for a person starting in this type of work? _____
    _____
11. What school subjects are most useful to you in your job or career? _____
    _____
12. Do you feel there is a good future for someone entering this type of job or career? _____
    _____
13. What qualities should a person have who enters this line of work? _____
    _____

TRAINER'S DAILY REPORT

Date _____

Trainer: _____

Total no. of participants _____ No. of participants present _____

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer comments:

PARTICIPANT RATING SCALE

Please place a check mark (✓) on the line that most nearly represents your opinion.

	Excellent	Good	Fair	Poor
1. Materials were:	_____	_____	_____	_____
2. Leader's presentation of materials was:	_____	_____	_____	_____
3. Exchange of ideas and information among participants was:	_____	_____	_____	_____
4. Exchange of ideas and information between participants and leader was:	_____	_____	_____	_____
5. The overall usefulness of this workshop session is:	_____	_____	_____	_____

Please answer the following questions:

1. In what way was this workshop session most helpful? _____

_____

2. In what way was this workshop session least helpful? _____

_____

3. In planning a similar workshop, what changes would you make? _____

_____

4. Would you recommend sessions like this to others? _____

_____ Yes _____ No _____ No opinion

My behavior was like this: (Check all that apply)

_____ I was warm and friendly to some of the participants.

_____ I did not participate much.

_____ I tried to get the quiet participants involved.

_____ I took over the leadership.

_____ I was polite to everyone.

_____ My suggestions were frequently off the point.

_____ I was irritated.

_____ I was eager and aggressive.

_____ I _____

Date _____

Session Four

Identification and Remediation of Barriers to Career Services

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SESSION FOUR

IDENTIFICATION AND REMEDIATION OF BARRIERS TO CAREER SUCCESS

Trainer Objectives

Assist participants in verbally identifying personal barriers to job search and retention.

Assist participants in formulating a mental or written plan to remove barriers by strengthening personal job readiness behaviors, attitudes and planning skills.

Participant Objectives

Verbally identify personal barriers to job search and job retention.

Formulate a mental or written plan to remove barriers by strengthening personal job readiness behaviors, attitudes and planning skills.

Note to the Trainer: The exercises in this session will allow participants to assess their job readiness progress, examine the role of communication in a work setting, and explore the value of personal planning for eliminating roadblocks to success in job search and evaluation.

This session involves human relations training exercises and should be facilitated by the human relations trainer for best results.

Principal Workshop Activities	Tools	Description	Suggested Total Time
Tower Building	For each small group: Package of 100 3" x 5" cards Roll of masking tape One yard stick Table One participant per group designated to be the observer	Divide participants into small groups of 5 to 7 members. Assemble each group around a table with tools for that group on the table. Station an observer at each table. Direct groups to build a tower with the 3" x 5" cards and masking tape and tell them that the tallest tower will win. Allow 5 minutes for the groups to complete this task. Observer measures the tower with a yard stick and the tallest tower is the winner. Reassemble the participants into the large group. Participants listen while the observers report on the activities based on: — How the leadership was developed within the group — If the leadership changed during the building process — If the group developed a plan — If the plan succeeded — If any individuals withdrew from the group at any time — If there were any unique behaviors exhibited by the winning group of tower builders	30 minutes
Sharing Personal and Career Achievements	Participants seated in a circle	In large group session, facilitator begins this exercise by sharing personal and career achievements experienced during the past six months. Each individual in the circle shares her achievements. (Allow sufficient time for participants to take a second turn to share things they remember as the others are talking).	60 minutes

Examining Strategies for Removing Barriers to Career Success	Plain paper—one sheet per participant Small group activity Self Help for Personal Growth (Handout) Reasons why People Lose Their Jobs (Handout) Dos and Don'ts for Job Success (Handout)	Participants write on their paper personal barriers to employability for sharing with the group (e.g., education, child care needs). Using the handouts and problem solving steps outlined in Human Relations Handbook as a guide. Participants will discuss and evaluate ways to remove job and career success barriers.	60 minutes
Communications Skills	Chalk board Small group	Participants role play communication skills related to successful career development. They discuss and list job related communication skills (e.g., listening, non-verbal movements, asking questions, giving information, giving directions, taking orders, leading a discussion, responding to questions). Using role play, participants simulate family and work situations and act out solutions to communications problems relating to each situation. Participants evaluate the appropriateness of each simulated solution for real life.	180 minutes
Evaluation	Participant Rating Scale Trainers Daily Report	Participants evaluate the usefulness of the session exercises on the rating scale. Trainers prepare the daily report.	15 minutes

SESSION FOUR

SELF-HELP FOR PERSONAL GROWTH

DESIRABLE QUALITIES	HOW TO OBTAIN THEM
PUNCTUALITY	Use of alarm clocks, bus and transportation schedules
POSITIVE ATTITUDES	Identify negative attitudes and behaviors, use models, practice and conscious effort to improve.
SELF-CONTROL	Practice restraint. Stop and think before you speak or act.
SELF-CONFIDENCE	Believe in self. Identify problems and faults, and implement plans to improve them.
HONESTY AND LOYALTY	Commit yourself to the job. Be truthful in dealing with others.
PERSONAL APPEARANCE	Use fashion books, magazines, etc. for planning wardrobe.
SELF-WORTH	Trust in personal judgment, value system and ability to do the job.
PERSONAL HYGIENE	Practice good grooming and personal health standards.
TEAM WORK	Give of yourself, time and energy.
GOOD COMMUNICATION	Review or take refresher courses in grammar, English or communications.
PRIDE AND SINCERITY	Be concerned for and committed to standards. Be open, honest & frank.

SESSION FOUR

REASONS THAT PEOPLE LOSE THEIR JOBS

1. Coming to work late or leaving early
2. Taking too many breaks or staying too long on them
3. Being dishonest or stealing from the company
4. Missing too many days from work
5. Not following company rules
6. Not getting along well with others
7. Being lazy and not doing a fair share
8. Being unwilling to train for the job
9. Doing messy or incomplete work
10. Being too slow or not trying to improve
11. Spending too much time on the telephone chatting to friends
12. Having friends drop by your place of employment on a regular basis
13. Being unwilling to accept criticism of work

DOS AND DON'TS FOR JOB SUCCESS

DO:

Be on time.
Dress neatly.
Dress appropriately. Check to see if the company has a dress code or regulations.
Always call in if you are sick or going to be late.
If you have questions about the job, ask your supervisor.
Take your responsibility seriously.
Make an effort to get along with your co-workers.
Set some standards and goals for your work experience.
Be careful with company property.
Observe company rules and procedures.
Follow instructions carefully.
Be honest.

DON'TS:

Loaf on the job.
Take long lunch hours.
Take long breaks.
Be afraid to ask questions if you do not understand.
Be belligerent and hostile.
Be insubordinate.
Be dishonest.

TRAINER'S DAILY REPORT

Date _____

Trainer _____

Total no. of participants _____ No. of participants present _____

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer's comments:

PARTICIPANT RATING SCALE

Please place a check mark (✓) on the line that most nearly represents your opinion.

	Excellent	Good	Fair	Poor
1. Materials were:	_____	_____	_____	_____
2. Leader's presentation of materials was:	_____	_____	_____	_____
3. Exchange of ideas and information among participants was:	_____	_____	_____	_____
4. Exchange of ideas and information between participants and leader was:	_____	_____	_____	_____
5. The overall usefulness of this workshop session is:	_____	_____	_____	_____

Please answer the following questions:

1. In what way was this workshop session most helpful? _____

_____

2. In what way was this workshop session least helpful? _____

_____

3. In planning a similar workshop, what changes would you make? _____

_____

4. Would you recommend sessions like this to others? _____

_____ Yes _____ No _____ No opion

My behavior was like this: (Check all that apply)

_____ I was warm and friendly to some of the participants.

_____ I did not participate much.

_____ I tried to get quiet participants involved.

_____ I took over the leadership.

_____ I was polite to all.

_____ My suggestions were frequently off the point.

_____ I was irritated.

_____ I was eager and aggressive.

_____ I _____

Date _____

Session Five

Strengthening Employability Skills and Setting Career Goals

SESSION FIVE

STRENGTHENING EMPLOYABILITY SKILLS AND SETTING CAREER GOALS

Trainer Objectives

Help participants clarify career goals

Participant Objectives

Confirm personal occupational preference or systematically examine new career possibilities.
Identify a work experience preference.
Demonstrate knowledge of employer-expected behaviors.
Demonstrate effective job search techniques in role play.

Note to the Trainers: Core job preparation exercises are introduced and reinforced in sessions five and six.

Principal Workshop Activities	Tools	Description	Suggested Total Time
The Self Directed Search (SDS)	The Self Directed Search booklet (See appendix for ordering information)	Trainers administer this career interest survey according to the instructions accompanying the instrument. Trainers introduce this exercise by explaining to participants the nature and purpose of this instrument and by outlining the tasks the participant must complete in her administration of the instrument.	90 minutes (includes discussion time)
Career Plan	Occupational Goal Planning Form (Handout)	Participants review the results of their SDS and desired job drawings (from Session Two) and use these resources to help determine their occupational goal.	90 minutes (includes discussion time)
	Goal Achievement Rating Scale (Handout)	Participants will record this information on the Occupational Goal Planning Form. It may be necessary for the trainer to assist participants with interpretation and analysis of data.	
Evaluation	Participant Rating Scale Trainer Daily Report	Participants evaluate the usefulness of the session. Trainers prepare daily report.	

OCCUPATIONAL GOAL PLANNING

Directions: Set a career-related goal which you will achieve by _____

_____. Write it on this form.

My occupational goal is _____.

I will know when I reach my goal because _____.

_____.

My target date is _____.

My chance of success is _____ percent.

Barriers that I can forsee are _____

_____

_____.

To help me reach my goal. I need to get help from _____

_____

_____.

These are the steps I need to reach my goal. (Plan as many as you will need.).

1. _____ Date _____
2. _____ Date _____
3. _____ Date _____
4. _____ Date _____
5. _____ Date _____
6. _____ Date _____
7. _____ Date _____
8. _____ Date _____
9. _____ Date _____
10. _____ Date _____

GOAL ACHIEVEMENT RATING SCALE

Use this scale to rate your goal achievement at the end of each month. Discuss results with a WISE staff person.

1. I met my goal measurement.

Not at all	Somewhat	Almost	Completely
X	X	X	X

2. I met my goal target date

Not at all	Very Late	Close	On target
X	X	X	X

3. Now that I've thought it over, I think my goal was

Too easy	Easy	Difficult	Unrealistic
X	X	X	X

4. My motivation to reach my goal was

Low	Moderately Low	Moderately Strong	Strong
X	X	X	X

List everything that you can remember that helped or hindered you in reaching your goal. Put a check (✓) by each one that you did not anticipate.

Obstacles	**Helps**

(Georgia Department of Education, Vocational Equity Workshop, 1980)

TRAINER'S DAILY REPORT

Date _____

Trainer _____

Total no. of participants _____ No. of participants present _____

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer's comments:

PARTICIPANT RATING SCALE

Please place a check mark (✓) on the line that most nearly represents your opinion.

	Excellent	Good	Fair	Poor
1. Materials were:	_____	_____	_____	_____
2. Leader's presentation of materials was:	_____	_____	_____	_____
3. Exchange of ideas and information among participants was:	_____	_____	_____	_____
4. Exchange of ideas and information between participants and leader was:	_____	_____	_____	_____
5. The overall usefulness of this workshop session is:	_____	_____	_____	_____

Please answer the following questions:

1. In what way was this workshop session most helpful? _____

   _____

2. In what way was this workshop session least helpful? _____

   _____

3. In planning a similar workshop, what changes would you make? _____

   _____

4. Would you recommend sessions like this to others? _____

   _____ Yes _____ No _____ No opinion

My behavior was like this: (Check all that apply)

_____ I was warm and friendly to some of the participants.

_____ I did not participate much.

_____ I tried to get quiet participants involved.

_____ I took over the leadership.

_____ I was polite to everyone.

_____ My suggestions were frequently off the ppoint.

_____ I was irritated.

_____ I was eager and aggressive.

_____ I _____

Date _____

Session Six

Strengthening Job Preparation Skills

SESSION SIX

STRENGTHENING JOB PREPARATION SKILLS

Trainer Objectives

Help participants improve specific job preparation skills
Help clarify for participants the purpose of job finding tools

Participant Objectives

Demonstrate effective job search techniques in role playing
Complete practice forms of job finding tools
Acquire confidence for job finding through role play
Demonstrate knowledge of employer's expected behaviors

Note to the Trainer: The exercises in this session will introduce participants to essential prerequisites for career success, a successful job search. Follow-up as needed may be offered to participants in individual counseling/training sessions.

SESSION SIX

Principal Workshop Activities	Tools	Description	Suggested Total Time
Job Interview Strategies	55 Minute Interview Interview Workshop	Participants will assemble in small groups for practicing job interview skills. Trainers deliver a short lecture on the purposes and procedure for job interviews.	60 minutes
Resume Writing Skills	Resume Writing Workshop Guides	Trainer presents a short lecture on the nature and purpose of a resume using visual illustrations to outline the steps for developing the resume and suggested aids for the writing process. Handouts included as workshop guides will be distributed to participants. Participants draft copies of their resumes. Trainers review the drafts and make suggestions for strengthening them.	120 minutes
Job Application Skills	How to Research a Company (See bibliography for ordering information) Employment Application (Handout) Hints for preparing the Job Application Form (Handout)	Trainer presents a short lecture on the nature and purpose of the job application using visual illustrations to outline the steps for preparing the form. Trainer stresses the importance of carefully answering sensitive questions using the handout. Participants complete mock application forms and will exchange forms with other participants for review and grading on the following points: — Neatness — Completeness — Accuracy of information — Appropriateness of information — Legibility Participant make changes as needed	90 minutes
Evaluation	Participant Rating Scale Trainers Daily Report	Trainers recommend additional independent practice as needed. Administer the interview skill assessment as an interview training and post test and prepare the daily report. Participants evaluate the session using the Participants Rating Scale.	15 minutes

CAREER PREPARATION TECHNIQUE:

FIFTY-FIVE MINUTE INTERVIEW WORKSHOP TRAINING GUIDE

Methodology

A 55-minute format is used to stimulate interest in learning interview techniques. Potential job applicants examine the interview process, review and explore alternative answers to questions typically asked in a job interview, role play key steps in the interview process, and review directions for follow-up self training.

Target Population

- Unemployed persons with entry level skills

Need/Problem Addressed

- Nervousness before, during, and after the interview
- Fear of failure or rejection
- Lack of knowledge regarding the interview purpose, and process
- Lack of familiarity with appropriate interview behaviors
- Lack of preparation for answering routine or sensitive questions

Goals

- Individual—to strengthen probability of gaining employment or transfer to a new position
- Organizational—to identify candidates for (an) employment positions

Summary of Procedure

- Conduct introductions as appropriate.
- Give summary of workshop plan.
- Conduct workshop assessment. (Interview Skill Assessment)
- State workshop goal.
- Give short talks and facilitate discussions:
  - — The role of the job interview in career planning
  - — Characteristics of a successful interview
- Review the job interview processs (See Guide to Interview Practice)
- Role play the job interview process:
  - — Trainer "A" plays interviewee.
  - — Student volunteer plays employer.
  - — Remaining students observe and use interview rating scale to assess role play.
  - — Trainer "B" video tapes role play.
- Play and discuss videotaped interview
- Describe guides to job interview practice and invite participants to take copies for future use
- Invite participants to practice interview roleplay on future occasions.
- Invite participants to report successes of problems experienced in actual interviews.
- Invite participants to practice interview role-play on future occasions.

Role of Facilitator

- Directs attention to activities and stimulates participation
- Facilitates discussion
- Operates video equipment
- Gives information and reinforcement, and listens to students

Evaluation

- Interview skills assessment
- Critique video tape recording of interview simulation
- Students use interview assessment checklist and rating scale
- Follow up survey may be conducted

Key points concerning the types of interviews examined in the model training program were the following:

TYPES OF INTERVIEWS

Information Gathering

In this type of interview, the applicant can be interviewed either by a single person or a panel of interviewers for the purpose of gathering information about the applicant's competencies, personality, attitudes, and other attributes. This information provides the interviewer with background data for selecting new employees with traits he or she may consider important. Some of the traits valued by employers are expressed in the "Guide To Job Interview Practice" (See copies in this section.).

Stress Test

This type of interview is designed to test one's ability to remain calm and respond appropriately in a stressful situation. In this type of interview, questions may be harsh or require instant problem solving skills. For example, an applicant might be asked, "What would you do if you saw your best friend stealing the company's goods"? This question could be intimidating to a person with low tolerance for a stressful environment.

GUIDE TO INTERVIEW PRACTICE

Directions for Participants:

A. Take turns telling the group what people do on a job interview.

B. Listen to the trainer's ideas about the job interview and review the complete "Guide to Interview Practice."

C. Role play the interview. This is how you do it:
   1. Place 2 chairs in the position shown below.
   2. Sit in one and leave one for your partner.
   3. Decide which of you is looking for a job and which will be the employer.
   4. Show the group how to do a job interview. (Typical questions asked are attached.)

D. The video technician will record your interview and let you see yourself on television monitor.

E. Be prepared to do the following things:
   1. Tell the group why people go on job interviews.
   2. Give an example of questions asked in an interview.

TYPICAL INTERVIEW QUESTIONS

Questions	Factor Measures
1. Why do you want to be considered for the position for which you have applied?	Level of aspiration.
2. Can you describe the duties of _____ (position applied for) .	Level of aspiration Understanding and perception
3. What do you think that you could bring to this position that would make us want to select you over the other candidates?	Willingness to defend ideals against challenge
4. Where do you see yourself, career wise, three years from now? Ten years from now?	Level of aspiration Objectivity Judgment and common sense Emotional maturity
5. What do you consider to be your strengths? Weaknesses? What are you doing to correct your weaknesses?	Willingness to defend ideas. Willingness to volunteer opinions, acknowledging mistakes Objectivity Judgement and common sense Emotional maturity
6. If you saw a co-worker take money from a handbag or coat, what would you do?	Bearing Social adjustment Social intelligence Understanding and perception Reasoning powers Judgment and common sense
7. If you could change anything in your job situation, what would you change and why?	Willingness to volunteer opinions, acknowledging mistakes Reasoning powers Judgment and common sense
8. What interests outside your job do you have?	Social adjustments Emotional maturity
9. What do you find interesting/frustrating about your current position?	Social adjustments Judgment and common sense Emotional maturity
10. What qualities do you think a _____ (position applied for) should possess?	Understanding and common sense Reasoning powers

Along with these types of questions, the interviewer will often ask follow-up questions based on your response, and designed to further measure:

Willingness to defend ideas
Willingness to volunteer opinions and acknowledge mistakes
Objectivity
Judgment and common sense

In addition, factors such as these will be considered:

Fluency in expressing thoughts
Appropriateness of language (diction)
Voice and delivery
Mannerisms

Reference: Howard University—Women in Management Seminar: Washington, D.C., 1978.

INTERVIEW SKILLS ASSESSMENT

Please answer true or false: T or F

1. Begin the interview by asking about salary. _____
2. Don't sit down until invited to do so. _____
3. If the interview is at 9:00, walk in the door at 9:00. _____
4. Get comfortable, but don't lounge or sprawl. Sit erectly but not stiffly. Avoid nervous actions which may detract from your overall impression. _____
5. Discuss ways that the position fits in with your career plans. _____
6. Be natural. Keep your attitude confident, but not "cocky". _____
7. Look the interviewer in the eye. _____
8. Be attentive. Listen to the question. If you don't understand the question ask the panelist to clarify it for you. _____
9. Avoid answering a detailed question with just a "yes" or "no" answer; make it an opportunity to sell yourself. _____
10. Be positive. Don't apologize for weakness; try to bring out your strong points. _____
11. At the end of the interview, feel free to ask questions about the position you are applying for, if they are pertinent. _____
12. When the interview ends, thank the interviewer, and shake hands (if appropriate). _____
13. If the interviewer uses phrases like "You will be doing" or "Your job calls for," you may assume that you are being offered the job. _____

Reference: YWCA of Greater Atlanta—FOCUS

Appropriate Questions to Ask the Interviewer

Would you please give me a description of the position?
Why is the position available?
With whom would I be working?
Where would I be working?
Who would be my immediate supervisor?
Where would I fit in on the organizational chart?
What kind of training program does the company offer?
Are there opportunities for advancement?
When will you be in the position to make a decision?
What are the negative aspects of the job?
How long have you been here? (be careful with this)
When may I call you?

Caution Questions

Participants were warned to be on guard for questions when being interviewed by a single person or by a group. Caution questions are those that frequently give interviewers a negative image of the applicant if answered inappropriately. These questions are illegal when used exclusively for interviewing a particular sex only. For example, if only women are asked, "What arrangements have you made for the care of your children," then that question would be illegal.

Examples of Caution Questions

1. Have you ever been convicted of a felony?
2. Have you been discharged or asked to resign from any position?
3. Have you ever been refused bonding?
4. Do you have any serious illness, allergies or physical limitations?
5. What type of military discharge do you have?
6. How many days were you absent from school or work due to illness in the last two years?
7. What kind of starting salary do you expect?
8. What is the lowest salary you will accept?
9. Why did you leave your last job? Be specific.
10. May we contact your present employer?

Usually, there are no absolute or correct answers to these questions. The most appropriate response may vary, depending on interviewing variables. If the question appears on a job application, form the response "will discuss" may be used. This response allows the applicant an opportunity to verbally defend his or her case and to address additional related questions.

In an interview situation, the applicant must use her best judgment when responding to the questions. Many interviewees have found it helpful to practice answering the questions prior to the actual interview. When planning and implementing the practice session, the applicant has an opportunity to consider the consequences of particular responses and to get feedback on selected responses. When asked if the participants should always tell the truth, our response is that one should be guided by his or her code of ethics; but the participants should be aware of possible consequences. Each person must take the responsibility for his or her own behavior.

INTERVIEW RATING SCALE

Directions: Watch the interview role play and check all of the below listed qualities that are demonstrated by the interviewee.

( ) 1. Was nervous.
( ) 2. Had good posture.
( ) 3. Used good eye contact.
( ) 4. Had planned for interview.
( ) 5. Expressed interest in company or job.
( ) 7. Clearly stated answers to questions.
( ) 8. Used standard and appropriate English.
( ) 9. Made arrangements to follow-up the interview.
( ) 10. Asked appropriate questions.

On the scale below of 1 - 10, with 10 as the highest rating, rate the interviewee by circling the appropriate number.

1 2 3 4 5 6 7 8 9 10

HINTS FOR PREPARING THE JOB APPLICATION FORM

DOS	DON'TS
Read carefully the vacancy announcement or the examination announcement for the position for which you are applying. Underline the skills required by the position.	Don't use the same application for jobs in non-related fields.
Describe your experience so that you emphasize the work that used the skills required by the vacant position.	Don't exaggerate. Don't be humble.
Use active verbs to describe what work **you** acutally did. Be specific. (See attached list among resume writing aids, pp. 88-98.)	Don't describe the work of the organization generally or the work of others.
Keep your experience descriptions brief.	
Use **your own words** in filling out the experience blanks.	Don't quote directly from position descriptions.
Include all experience, whether paid or volunteer.	Don't omit church, community, or club work.
Arrange your experience in chronological order.	
Choose references who can remember you and know how you perform in a work (paid or unpaid) situation.	Don't use general character references; they usually won't commit themselves on such matters as dependability, initiative, etc.
Have your application neatly and accurately typed, or write so that each word is legible.	Don't submit an application that is messy, hard to read, or confusing to follow.
Make certain the pages are in correct order if your application is reproduced. Be sure that every page is easily readable.	Don't make your application a "challenge" to the reader. Hard-to-read applications go in the "Out" pile first.
Use continuation sheets where needed. If there is insufficient room on the form, state **"See attached page # . . ."**	Don't try to "squeeze" in more than you can fit in neatly.

Reference: Howard University, "Women in Management" Seminar, 1980.

EMPLOYMENT APPLICATION

Date _____

Name _____ Social Security # _____
Last First Middle/Maiden

Present
Residence _____ How Long? _____
Number Street City State Zip

Former
Residence _____
Number Street City State Zip

Telephone (_____) _____ # Dependents _____ # Children _____ Ages _____

Your Place of Birth _____ Your Date of Birth _____ Your Age _____

Height _____ Weight _____ Male/Female _____ Marital Status _____

_____

_____

Type of position desired, in order of preference:

(1) _____ (2) _____

Desire _____ full-time
_____ part-time If part-time, please specify hours available _____

When available for work _____ Minimum Salary $ _____ per _____

Career Goal _____

_____

List any medical problems _____

_____

Have you ever been convicted of any violations of the law, other than minor traffic violations? _____

If yes, indicate disposition _____

_____

_____

EDUCATION

	Name & City	Major	Did you graduate?	Dates attended
Last High School				
Junior College				
College or University				

Graduate School _____

Other _____

_____

List High School or College Activities _____

_____

Hobbies _____

Membership in Organizations and Offices held _____

_____

What would be your means of transportation to work? _____

_____

_____

REFERENCES (not Employers or Relatives; list at least three)

Name and Address	Occupation	Phone

EXPERIENCE

(Account for all time for past 10 years, whether working or not. Explain all gaps fully. Incorrect or inadequate information may be cause for dismissal.

Start with present or last job.

Date Started Company Name Address

Job Title Telephone ( )

Date Left Duties and Responsibilities

Start Pay Last Supervisor and job title

Final Pay Reason for Leaving

Date Started	Company Name	Address
	Job Title	Telephone ( )
Date Left	Duties and Responsibilities	
Start Pay	Last Supervisor and job title	
Final Pay	Reason for Leaving	
Date Started	Company Name	Address
	Job Title	Telephone ( )
Date Left	Duties and Responsibilities	
Start Pay	Last Supervisor and job title	
Final Pay	Reason for Leaving	
Date Started	Company Name	Address
	Job Title	Telephone ( )
Date Left	Duties and Responsibilities	
Start Pay	Last Supervisor and job title	
Final Pay	Reason for Leaving	

If applicable, complete this section: Machines Operated: _____

_____

Special training and experience: _____

_____

This space is provided for you to describe more fully your qualifications: _____

_____

_____

In case of Emergency, notify: _____ Relationship _____

Address _____ Phone _____

RELEASE:

Pursuant to Public Law A23-5, I agree that the company shall not be liable in any respect if my employment is terminated because of falsity of statements, answers or omissions made by me in this questionnaire. I also authorize the companies, schools, or persons named above to give information relevant to my bona fide employment qualifications. I hereby release said companies, schools, or persons from liability for any damages in issuing this information.

_____

Your signature Date

RESUME WRITING WORKSHOP GUIDE

Methodology

Resumé Writing Training Session is used for stimulating clients to analyze personal employability and career mobility strengths, and outline their assets utilizing a written resumé format. The resulting document, the resumé, is an essential job search tool and has an important secondary function of raising self-esteem. Seeing personal skills and knowledge neatly summarized on paper for the first time generally is an uplifting experience.

Target Population

Transitional Women

Need/Problem Addressed

Lack of confidence in ability to perform work task.
Absence of resumé to match job objective for use in job search.

Goals

Individual: To strengthen the probability of gaining employment or transfer to new position.

Organization: To identify candidate for an employment position.

Summary of Procedure

Training Steps

(1) Present mini-lecture: "Nature and Purpose of the Job Resumé"

(2) Verbally outline and visually illustrate steps for developing the resume; use transparencies if available.

a. Use list of action verbs as referencefor developing impressive job task or job function descriptions (See copy in this section)

b. Use resume writing samples as guide (See copies in this section)

(3) Guide participants through process of recalling job competency to be included in the resume.

(4) Review resumé drafts.

(5) Suggest procedures for strengthening draft.

(6) Collect final drafts for editing and typing.

Concepts to be Implemented

(1) Limit resume to one page

(2) Utilize competency format when paid work experiences are limited

(3) Include volunteer services as bona fide work experience

(4) Avoid the use of data which limits employment chances

(5) Use standard English grammar for resumé writing

Role of Facilitator

(a) Present information

(b) Evaluate performance

(c) Provide motivation through immediate feedback on performance

Evaluation

The finished product will attest to the effectiveness of the training.

NATURE AND PURPOSE OF THE JOB RESUMÉ

(Lecture Notes)

A resumé is an advertisement for a product—you. Like all good advertisement, your resumé must convince the employer to do further investigation and to interview you. The resumé should tell the employer who you are, what you have done, and what jobs you are qualified for.

One of two types of resumés are generally effective for persons with limited work experience. These are as follows: (1) a personal data sheet which you will fill in (see copy among Session V, Tools and Resources); (2) a self prepared functional (competency based) resume. The functional resumé stresses skills. It capitalizes on skills and abilities that you possess and desire to transfer to the job or occupation of interest. (See a sample of the functional resume among Session V, Tools and Resources.)

Companies also differ in what they expect to see in a resumé. You will be wise to keep the resume simple and limit it to one page.

Your resumé should be typed, without spelling errors. Duplicated copies are also accepted if they are clean and neat. "Quick copying" is acceptable.

MAKING THE MOST OF YOUR JOB INTERVIEW

Organizing The Resumé

Your use of white space is most important in creating an impression of neatness and orderliness. Space can be used to isolate important points to which you want to draw attention. Sufficient spacing between all elements helps to create a clean, inviting impression. Crowding too many details too close together results in a poor appearance, as well as a "fine-print look" that repels a reader.

Be sure to use a good quality bond paper and keep carbon copies to save yourself a rewriting job if the original is lost.

Your method of organizing the separate elements of your resumé is not as important as the fact that you show some kind of orderly, reasonable process. Unless you have proved that you have a better idea, it is wise to adhere to a conventional layout with straight lines and non-erratic paragraphing. Gimmick-type resumés have occasionally caught the interest of companies, but gimmicks can backfire.

References in The Resumé

References may or may not be included. Some interviewers prefer to see them on your resumé; others assume that you have them readily available. References related to your work experience are preferred to those of social acquaintances. A teacher in your chosen field of interest is a good choice if you are known well. (Not all of your references should be teachers, however.) Courtesy dictates that you ask permission from your references before using their names. Relatives are never used as references.

Work Experience in the Resumé

Since any company considering you likes to think that you will be a success, it is also good to have previous work experience and promotions, or recognition that has come your way as a result of success in a job. Be frank about your accomplishments, stating them briefly and factually. It is better, for instance, to say that you began as a shipping helper and were promoted to inventory clerk than just to list the latter position. Demonstrated ability and progress may mean more to an interviewer than the simple fact that you held a certain job. Also, significant minor experience, if it relates in any way to the job you are seeking, may help you. Thus it should be included.

Since your major courses in school and your showing in those courses indicate your interests and abilities, you may have a section in your resumé touching on the highlights. Frankness is the wisest policy. Most companies do not limit themselves to seeking only students with stratospheric grade averages. Grades are an important part of the picture, but not the only part.

Extracurricular Activities in the Resumé

Include your extracurricular activities. Many jobs are especially fitted for well-rounded individuals. The fact that you have been chosen as a member by honorary groups or elected to professional societies in your field speaks well for your future in that field. If you belonged to purely social organizations, list them. A large part of anyone's success in a new job grows out of her ability to get along with other workers. A demonstrated social awareness can be a point in your favor. Further, if you participated in activities to the extent that you were recognized by awards or offices, mention those, too. Leadership ability is welcomed everywhere.

Everyone has something to offer. It is up to you to analyze your abilities, talents and interests correctly and stress strong points as they relate to the job you are seeking. Use your Self-Directed Search Booklet as a guide.

Reference: *Making The Most of Your Job Interview*, 1982.

Example: Functional (competency based) Resume

RESUME

Marla Kabokov
P.O. Box 717
Sitka, Alaska 97302

Telephone: (907) 583-0030

Wanted: A job as a Dietetic Aide. Am on the way to realizing a life-long ambition to becoming a registered dietician.

Summary of Background: Considerable experience with meal planning and food preparation as a homemaker, community volunteer, and working mother of seven children. Education: through tenth grade, Sheldon Jackson High School. Excellent grades in home economics and health. GED certificate, 1976. Have completed several workshops and correspondence courses in nutrition and health and home management.

Experience, Aptitude, and Work Characteristics

Meal Planning and Nutrition: Twenty years of planning nutritious meals for a household of nine persons has given me an excellent background for this career. Through the Home Studies Correspondence Service, I have supplemented this experience with two college-level courses in Basic Principles of Nutrition and Biology, receiving above-average grades in both. This year, I took a University of Alaska extension course in planning nutritious meals on a small budget, and I have attended several workshops in Home Economics. I subscribe to *Nutrition Magazine*.

Food Preparation: Have held several part-time or seasonal positions as a cook or cook's assistant, notably at the Dewitt Logging Camp, where I cooked three meals a day for approximately 35 persons over a six-month period. Have also been a part-time kitchen worker at the Sitka Pioneers' Home and at a local restaurant, the Anchor. These jobs gave me exposure to modern, sanitary food preparation techniques. I am often called upon to plan and help prepare congregation dinners at my church, a recent high point being planning and preparing a sit-down dinner for 150 people at a statewide church convention.

Concern about Health: Have had a long-time association with the local Red Cross and have worked as a member of the Parent-Teacher Association to foster better health education in our schools. In 1970, was appointed to serve on a committee to investigate the quality of food services in our elementary schools.

Experience in Dealing with People: Managing a home and family and helping organize large church events have given me valuable experience in dealing with people. My work at Sitka Pioneers' Home and as a waitress at the Anchor restaurant in Sitka showed me that I also *liked* working with people, and enjoying being a part of the team that made sure that all meals were tasty and healthful. This past year, I served as chairman of the social committee of Alaska Native Sisterhood, Camp No. 4.

Dependability in Following Orders: I am seldon absent from work and have developed good relationships with supervisors because of my ability to follow complex directions quickly and correctly.

Task Skills Qualifications: Basic menu planning, food purchasing, supervising food production

References:

Thelma Johnson Manager of Food Services Sitka Pioneers' Home	(907) 583-0047
Daniel Tucker Manager Dewitt Logging Camp	(907) 787-2223
Susan Stiles Owner and Manager Anchor Restaurant	(907) 583-3320

Life Skills for Women in Transition, 1982.

FUNCTIONAL RESUMÉ EXAMPLE

Directions: Discuss the way each item reflects upon the individual applying for the job and in light of the characteristics an employer might be seeking in a potential employee. Then have each student complete an individual resumé. Discuss ways to improve each one.

JANE DOE

PERSONAL:

Address Telephone no:

SKILLS:

Leadership:
Served as Student Council representative; elected captain of basketball team; served as treasurer of youth group.

Organizational:
Helped design fund-raising campaign for school choir; cared for two preschool children three days/week (1 year); delivered evening paper to 45 homes (three years).

Communication:
Played lead in school play; participated on debating team; worked on school yearbook.

Interpersonal:
Served on three Student Government committees; actively participated in church youth group.

Sales:
Raised most funds in door-to-door sales for school choir; organized cookie sale for Girl Scout troup.

Office:
Worked in school office (two years); can operate switchboard and mimeograph machine; completed Typing I and II (60 words/minute).

RESUMÉ WRITING FORMAT

Personal:

Name:
Address: Telephone No.:

Skills:

Education:

Employment:

References:

RESUME CHECKLIST

	YES	NO
1. Are there any typing or spelling errors? (check twice)	_____	_____
2. Are all statements easily understood?	_____	_____
3. Is writing style clear and direct?	_____	_____
4. Are paragraphs and sentences short and to the point?	_____	_____
5. Have conflicting information and repetitions been eliminated?	_____	_____
6. Has all unnecessary information been eliminated?	_____	_____
7. Is layout simple, professional and attractive?	_____	_____

ACTIVE WORDS TO DESCRIBE THE WORK YOU DID

accomplished
achieved
acquired
adjusted
administered
advised
analyzed
applied
appraised
arranged
assembled
assessed
assisted
assured
bought
briefed
brought
budgeted
built
catalogued
changed
chaired
classified
closed
communicated
compared
completed
conceived
concluded
conducted
constructed
continued
contracted
controlled
converted
coordinated
corrected
counseled
critiqued
dealt
decided
defined
delegated
delivered
demonstrated
designed
detailed
determined
developed
devised
directed
discovered
displayed
doubled
drafted
earned
edited
encouraged
enlisted
ensured
established
estimated
evaluated
executed
exhibited
expanded
expedited
explained
facilitated
financed
forecast
formed
formulated
founded
gathered
graded
guided
handled
implemented
improved
increased
influenced
initiated
inspected
inspired
installed
instructed
insured
interpreted
interviewed
introduced
invented
investigated
joined
kept
led
licensed
located
maintained
managed
modified
monitored
named
negotiated
observed
offered
ordered
organized
participated
perceived
performed
persuaded
placed
planned
prepared
presented
presided
processed
produced
programmed
prohibited
projected
promoted
provided
purchased
qualified
rated
recommended
reduced
related
reorganized
reported
researched
reviewed
revised
satisfied
selected
served
serviced
set
solved
sought
specified
spoke
structured
studied
succeeded
suggested
summarized
supervised
targeted
taught
tested
trained
translated
treated
updated
won
wrote

TRAINER'S DAILY REPORT

Date _____

Trainer _____

Total no. of participants _____ No. of participants present _____

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer's comments:

PARTICIPANT RATING SCALE

Please place a check mark (✓) on the line that most nearly represents your opinion.

	Excellent	Good	Fair	Poor
1. Materials were:	_____	_____	_____	_____
2. Leader's presentation of materials was:	_____	_____	_____	_____
3. Exchange of ideas and information among participants was:	_____	_____	_____	_____
4. Exchange of ideas and information between participants and leader was:	_____	_____	_____	_____
5. The overall usefulness of this workshop session is:	_____	_____	_____	_____

Please answer the following questions:

1. In what way was this workshop session most helpful? _____

_____

2. In what way was this workshop session least helpful? _____

_____

3. In planning a similar workshop, what changes would you make? _____

_____

4. Would you recommend sessions like this to others? _____

_____ Yes _____ No _____ No opinion

My behavior was like this: (Check all that apply)

_____ I was warm and friendly to some of the participants.

_____ I did not participate much.

_____ I tried to get quiet participants involved.

_____ I took over the leadership.

_____ I was polite to everyone.

_____ My suggestions were frequently off the point.

_____ I was irritated.

_____ I was eager and aggressive.

_____ I _____

Date _____

Session Seven

Work Experience Preparation

SESSION SEVEN

WORK EXPERIENCE PREPARATION

Trainer Objectives

Help participants clarify career choices.

Help participants refine their job interview skills.

Disseminate information and eradicate work experience myths for successful management of a work experience.

Participant Objectives

Demonstrate knowledge of employer expected work behaviors.

Confirm occupational preferences or use assessment tools and resources to examine new possibilities.

Describe a desired work experience setting.

Describe effective job search techniques.

Note to the Trainers: The exercises in this session emphasize objectives (1) to help participants develop positive work behaviors and job search skills and (2) to prepare participants for a successful work experience.

SESSION SEVEN

Principal Workshop Activities	Tools	Description	Suggested Total Time
Making a Success Balloon	Colored piece of paper cut into balloon shape for each participant	Participants express their ideas on the topic "What is the most important ingredient for job success?" Each participant writes his response on the balloon shape paper. The group may provide feedback as to the appropriateness of each response. Attach balloons to the wall for display.	30 minutes
Work Experience Placement Preparation	Tips on Job Hunting (Handouts)	Trainer delivers a lecture/discussion on Tips on Job Hunting Participants receive a list of public local employers, job placement resources, and information on community placement services (not included in handbook).	15 minutes
The Job Search Barometer	The Job Search Barometer adaption (Handout)	Participants receive copies of the Job Search Barometer and discuss its use as a guide to the job search.	
Post Workshop Survey	Occupational Skills Training Post Workshop Survey (Handout)	Participants respond in writing to items on the survey form. This data will prove to be a valuable resource in structuring subsequent training sessions.	30 minutes
My Ideal Job Setting	Plain drawing paper	Participants repeat this exercise from session two and will compare the results of their drawings sharing their findings with the group.	45 minutes
Evaluation	Participant Rating Scale Trainer's Daily Report	Participants will rate the usefulness of Session Seven using the rating scale. Trainers will record information concerning group performance on daily report form.	15 minutes

Tips on Job Hunting

USE the Job Search Barometer to determine how well you are prepared for job hunting.

TALK to friends, associates, family, or any personal contacts who may know of available openings, or about prospective employers.

READ newspapers (including the want-ads) and any other publications on the subject of job hunting which may be of help to you.

PREPARE yourself by learning all you can about the company where you wish to work. Be able to describe clearly what you have to offer that organization. Contact the person most likely to be in a position to hire you.

SEND, OR CARRY, your resume to any potential employer. If mailing your resume, please attach a cover letter. Exercise care in organizing and constructing your resume; it is one of the most important documents you will ever write.

CONTACT the nearest office of the State Employment Service to identify jobs which may be available to you.

PURSUE all possible avenues, and don't become discouraged by a number of rejections. Follow up on all leads in a business-like manner. Don't give up. The job you are looking for may turn up when you least expect it. You cannot wait for it to come to you; you must be assertive and go after it.

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JOB SEARCH BAROMETER

The search for employment is an awesome experience for individuals with specialized training. It can sometimes appear to be an impossible task for individuals without specialized training or work experience. The task of job hunting is so overwhelming to some people that they never know how or where to begin. However, studies have shown that individuals who had formulated specific ideas about their career objectives were more successful in securing employment than those who had not done so.

The initial task for any potential job searcher is to decide how to begin. This Job Search Barometer provides a method for assessing the transitional Black woman's readiness to undertake the job search process. The questions are placed in logical sequence and move in a systematic progression through all the steps which need to be completed.

Directions:

Score one point in the left-hand column for each total item which you have completed. Subtotal each part and transfer these subtotals to the end of the Barometer. Fill in the space provided after an item to summarize your thinking.

Part I—Self Awareness

_____ I have analyzed occupations that interest me most.

_____ I have identified my values, interests, strengths, and skills.

_____ I have matched my values, interests, strengths, and skills to the career for which I am most suited.

_____ I have summarized my previous experience in terms of work, education, and training in considering a career.

_____ I have identified the work setting that I will consider (business, education, healthcare, etc.).

_____ I have considered the geographic location within the Metropolitan Atlanta area that is most convenient (N.W.: _____ , S.W.: _____, N.E.: _____, S.E.: _____).

_____ Subtotal (A subtotal of less than six for this section indicated that you should review your career goals and objectives with your occupational counselor or trainer.)

If further education is required to achieve career goals:

_____ I have a career goal which requires additional education.

_____ I have discussed my career goals and objectives with occupational counselors or trainers.

_____ I have visited local educational institutions and/or received the necessary application information for admission.

PART II—Job Analysis

_____ I have identified the three jobs that I am most interested in:

_____

_____

_____

_____ I have taken the necessary steps for obtaining the job that I want:

_____ I have identified those companies and organizations which are interviewing people with my educational and work experience credentials.

_____ I have set up job interviews with prospective employers.

_____ I have prepared a standard interview tool (resume).

_____ I have placed applications with the organizations I am most interested in.

_____ Subtotal (A subtotal of fewer than five suggests limited scope of investigation of opportunities.)

PART III—Interview Preparation

_____ I have studied the purpose and procedures of job interviewing.

_____ I have obtained information relating to the organization's background in hiring.

_____ I have arranged interviews with prospective employers.

_____ I have prepared for questions commonly asked on interviews:
(a) Why do you want to be considered for this position?
(b) What do you think you have to offer this company?
(c) What are some aspects of yourself which you can describe?
(d) What are your strengths and weaknesses?

_____ I have formulated specific questions to ask for obtaining information from the interviewer.
(a) Would you give me a detailed description of the position?
(b) With whom would I be working?
(c) What is the average rate of advancement?
(d) What kind of training or staff development program exists?

_____ Subtotal (A subtotal of less than four indicates you are not really prepared to interview.)

_____ Subtotal, Part I

_____ Subtotal, Part II

_____ Subtotal, Part III

You are well prepared if your total score is greater than _____.

You are nearly prepared and need some finishing touches, if your total score equals at least _____.

You are only about half prepared if your total score is less than _____.

You are not ready if your total is less than _____.

Adapted from: The College Placement Council, Inc., 1975.

Do neat work.
Be willing to accept criticism.
Don't make social calls.
Be on time.
Be willing to learn learn your job.
Complete your work.
Come to work everyday.

TRAINER'S DAILY REPORT

Date _____

Trainer _____

Total no. of participants _____ No. of participants present _____

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer's comments:

PARTICIPANT RATING SCALE

Please place a check mark (✓) on the line that most nearly represents your opinion.

	Excellent	Good	Fair	Poor
1. Materials were:	_____	_____	_____	_____
2. Leader's presentation of materials was:	_____	_____	_____	_____
3. Exchange of ideas and information among participants was:	_____	_____	_____	_____
4. Exchange of ideas and information between participants and leader was:	_____	_____	_____	_____
5. The overall usefulness of this workshop session is:	_____	_____	_____	_____

Please answer the following questions:

1. In what way was this workshop session most helpful? _____

_____

2. In what way was this workshop session least helpful? _____

_____

3. In planning a similar workshop, what changes would you make? _____

_____

4. Would you recommend sessions like this to others? _____

_____ Yes _____ No _____ No opinion

My behavior was like this: (Check all that apply)

_____ I was warm and friendly to some of the participants.

_____ I did not participate much.

_____ I tried to get quiet participants involved.

_____ I took over the leadership.

_____ I was polite to everyone.

_____ My suggestions were frequently off the point.

_____ I was irritated.

_____ I was eager and aggressive.

_____ I _____

Date _____

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Bradley, Donna (Producer), & Thomas, Pat (writer). (1980) *Hard working women* [Film]. Atlanta, Georgia: Project FOCUS.

Oglesby-Harden (Producers). (1980) *Aviation/Space: The sky is the limit* [Film]. Atlanta, Georgia: Coca Cola Company.

Vocational Equity Office. (198) New careers: *Five nontraditional jobs* [Slides]. Atlanta, Georgia: Georgia Department of Education.

Watson, Gwen Candy (Producter). (1983) WISE women speak out! [Film] Atlanta, Georgia: Women's Institute of the Southeast.

Noyes, Eli, Jr. (Producer). (1974). *The fable of he and she* [Film]. New York: Learning Corporation of America.

TESTING INSTRUMENTS

Each testing instrument is listed with the name of the author and/or the publisher followed by the address to be used when ordering materials:

The Self Directed Search
John L. Holland
Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Job Search Barometer
College Placement Council, Inc.
P.O. Box 2263
Bethleham, Pennsylvania 18017

Picture Interest Exploration Survey
Education Achievement Corporation
P.O. Box 7310
Waco, Texas 76714

Tests of Adult Basic Education (TABE)
Ernest W. Tiegs and Willis Clark
Del Monte Research Park
Monterey, California 93940

APPENDIX

WISE OCCUPATIONAL SKILLS POST-WORKSHOP SURVEY

Name _____

Date _____

Please read the directions carefully before answering the following questions.

1. List three major reasons for participating in this project.

   _____

   _____

   _____

2. What do you expect to be doing one year after completing the WISE program? (Check one or more answers.)

   _____ Doing on-the-job training
   _____ Entering an apprenticeship
   _____ Going into regular military service
   _____ Attending a vocational/technical, trade school
   _____ Attending a business school
   _____ Attending a junior or community college
   _____ Taking a break
   _____ Attending a four-year college or university
   _____ Working part-time
   _____ Traveling
   _____ Managing my home
   _____ Taking care of my children
   _____ I have no idea what I'll be doing
   _____ Other _____ (specify)

3. How far do you plan to pursue your education? (Check one.)

   _____ Get a GED
   _____ Graduate from high school
   _____ Complete high school plus one or two years of college
   _____ Graduate from a four-year college
   _____ Complete college, plus professional training
   _____ Other _____ (specify)

4. What do you think your chances are of getting the amount of education you stated in question 3? (Circle the number that best represents your opinion.)

very poor	poor	fair	good	very good
1	2	3	4	5

5. Here are some reasons other women have given for not reaching their employment goal. Which, if any, might prevent you from working in the occupation of your choice?

   _____ age
   _____ criminal record
   _____ weight
   _____ sex
   _____ parental status
   _____ race
   _____ lack of skills
   _____ poor work record
   _____ lack of driver's license
   _____ child care needs
   _____ education
   _____ other _____ (specify)
   _____ handicap
   _____ work schedule

6. Please list the names and occupations of 4 of your role models. Be specific. (for example, postal clerk, security guard, sales clerk).

Name	Job

7. List 3 jobs you would like to learn more about.

8. List 4 appropriate job interview behaviors.

9. List 4 appropriate behaviors for keeping a job.

10. List 4 things that your supervisor will expect from you.

11. Some women today are thinking about entering nontraditional careers—jobs that have usually been held by men rather than by women. Write down at least 3 problems you think women may face in preparing for and entering a nontraditional career.

12. What do you think are the major advantages to women entering nontraditional careers?

13. The following is a list of jobs. Please check the jobs you might realistically consider doing.*

1. _____ flight attendant
2. _____ construction worker
3. _____ secretary
4. _____ hair stylist
5. _____ store clerk
6. _____ veterinarian
7. _____ news reporter
8. _____ dental assistant
9. _____ physical therapist
10. _____ licensed practical nurse
11. _____ cashier
12. _____ factory worker
13. _____ plumber
14. _____ bank teller
15. _____ nurse's aide
16. _____ day care center worker
17. _____ bookkeeper
18. _____ lawyer
19. _____ forest ranger
20. _____ accountant
21. _____ English teacher
22. _____ truck driver
23. _____ dressmaker
24. _____ hospital orderly
25. _____ automoblie mechanic
26. _____ airplane mechanic
27. _____ elementary school teacher
28. _____ model
29. _____ logger
30. _____ short order cook
31. _____ registered nurse
32. _____ telephone operator
33. _____ office worker
34. _____ chambermaid
35. _____ home economics teacher
36. _____ gas station attendant
37. _____ librarian
38. _____ dietician
39. _____ cab driver
40. _____ police officer
41. _____ custodian
42. _____ radio announcer
43. _____ postal worker
44. _____ store manager
45. _____ insurance agent
46. _____ farmer
47. _____ chef
48. _____ bank manager

*Rank those you checked in priority order. A = 1st choice, B = 2nd choice, etc.

Reference: United States Department of Labor, Women's Bureau.

OPTIONAL ORGANIZATIONAL STRUCTURES

Elaborate model includes all staff members listed in the handbook. Each person performs a specific task essential to the training. This model may be most effective in an organizational environment which supports additional, on-going program activities.

The middle model requires three staff positions: the director's position to which the duties outlined for Project Director are assigned; a position combining both Assistant Director and Associate Director duties; and a third position combining Work Experience and Occupational Skills Coordinator positions. Services of consultants may be utilized to fulfill the requirements of the Human Relations Coordinator.

The essential model is structured to provide for all training services to participants, by capable individuals without a strong organizational affiliation. This model includes the staff positions of Director, who assumes the duties of Director, Associate and Assistant Director; the Work Experience/Occupational Skills Coordinator; and a Human Relations Consultant.